EAB 4714C: Laboratory in Applied Behavior Analysis
Syllabus, Spring, 2018 (Section 4885)

General
Meetings: Mondays, 6:15 pm ~ 8:05 pm (plus twice weekly on-site shifts)
Room: PSY
Instructor: Timothy R. Vollmer, Ph.D., (vollmera@ufl.edu) Office: PSY 331
Graduate Assistants: Faris Kronfli (kronfli.faris@ufl.edu) and Eliana Pizarro (epizarro@ufl.edu)
Dr. Vollmer’s office hours: Monday 2:00-4:00 PM (PSY 331)
Faris’ office hours: Thursday 10:00-12:00 PM (FAC)
Eliana’s office hours: Wednesday 10:00-12:00 PM (FAC)

Description
This is a course on research methods and applications in behavior analysis. It is designed around a working laboratory so that advanced undergraduate students (you) can experience conditions similar to those encountered in graduate school. Thus, course content changes somewhat from semester-to-semester based on current research in progress. This course requires a great deal of effort, intellectual obligation, and time. However, the historical success rate of students in the laboratory course for advancement to graduate school, professional school, or field job placement is well over 95%, so the effort is presumed to pay off. General topics to be covered include but are not limited to: observation of human behavior in applied settings, assessment of interobserver agreement, data graphing and analysis, reinforcer assessment, functional analysis of behavior disorders, and intervention strategies. Although most of the assigned readings and lab work focus on specialized topics, the skills taught are general in nature and provide you with a strong empirical background for graduate study in a number of different areas (e.g., psychology, public health, rehabilitation, special education).

Text
All course-related information including reading assignments will be posted on the Canvas website. You can access the site by logging in at: https://lss.at.ufl.edu/with your username and password (the same as your UF account). Please check the site frequently because assignment changes will be posted there.

Lab Meetings
The weekly lab meeting is held on Mondays from 6:15 until about 8:05 pm. Most weeks, the meeting will include a) participating in the data presentation discussions by Dr. Vollmer, graduate students, and post-doctoral fellows, (6:15-6:45), b) a breakout discussion with lab subgroups, (6:45-7:05), c) a reading quiz (7:05-7:15), and d) a featured research presentation(s) that will be more comprehensive than typical data presentations 7:15-end. See schedule below for topics. It is optional to arrive early and attend additional data presentations from 5:00-6:15 PM.

Lab Activities
a) In addition to lab meeting, you will spend four (4) lab hours per week (two, 2-hour shifts) at the Florida Autism Center (our primary research and clinical training site) or another designated site if a special project is in progress. The lab schedule will be finalized in class, and your lab hours should conform to scheduled times. Permission must be obtained to make
up missed hours in a timely fashion. The Lab will be open for approximately 16 weeks this
term, and you will be expected to be on site for two, two-hour shifts per week. If you miss a
shift, you must let your primary graduate student know in advance and you must schedule a
make-up shift. There is no final exam. Schedule deviations that may occur during the term
will be communicated to you either in class or at the lab.

b) Weekly reading assignments will be provided to you the week prior to the due date. We do
not know the exact order yet, due to fluctuating needs of the lab, but you will be provided
with a complete list of readings you have accomplished by the end of the semester and a
“moving” list each week. Each week, a 2-4 question quiz will be given during each lab
meeting on the article(s). During the course of the semester, you will be expected to critique
seven of these articles in a two-to-three-page critique (see schedule for due dates). The
critique should contain a very brief summary of the article, a discussion of strengths, a
discussion of potential limitations, and a brief discussion of potential future research
directions. The critique can be on either the article from the prior week, or the article
assigned the current week. You will receive feedback on your critiques within two weeks of
submission.

c) The data review portion of the lab class is important because it provides a forum for critical
discussion of research methods. You are encouraged to listen to the discussion and to ask
questions about current results and proposed procedural changes both during group
discussion and sub-group discussions.

**Writing Requirement**

The course includes a significant writing component (it is a Gordon Rule class). Most students,
however, have not acquired good writing skills even by the time of graduation, so we have
included several writing aids. Grammar instructions are posted on the course website, and you
are encouraged to review these materials before and while preparing article summaries and
proposals. You will be given feedback on writing errors made on your critiques. If improvements
are not seen, you may be asked to correct errors and resubmit the critique before it is graded and
to meet with your assigned TA so that errors can be corrected in person. These additional
procedures are designed to help you improve your writing and will be used as needed. Details
will be explained further in class. Critiques must be between 2 and 3 pages in length, anything
longer will not be graded.

**Grading**

a) Lab and meeting attendance: Students are expected to meet all of their appointments during
the term. Any missed hours may result in a grade reduction, so it is critical to make up all
missed lab hours. Attendance at lab meetings is mandatory; absences require prior
notification if possible or immediate notification if not. Tardiness will also affect your grade
(60 points).

b) Reading quizzes: There will be 13 reading quizzes, each worth 4 points, you may drop up to
three for the following reasons only: religious holiday or observance, illness, conflicting
university scheduling, or family emergency (40 points).
c) Reading critiques: There will be 7 written critiques each worth 20 points on the initial submission; you may drop one score. For each day late, two points are lost (120 points). Please submit critiques on Canvas.

e) Lab performance: Graduate students whose lab schedules coincide with yours will evaluate your performance in the lab based on quality of work (20 points), reliability of observations (20 points), willingness to help (20 points) and initiative (20 points). These ratings will be summarized as a composite score (80 total points).

285-300= A  
270-284.5= A-  
260-269.5= B+  
250-259.5=B  
240-249.5= B-  
230-239.5=C+  
220-229.5=C  
210-219.5=C-  
200-209.5=D+  
190-199.5=D  
180-189.5=D-  
179.5 and below = Fail

**Student Considerations**
Students needing special consideration should contact the Dean of Students office for appropriate documentation. Should any unforeseen problems arise during the term, please contact Dr. Vollmer or one of the teaching assistants.

**Class Schedule: Spring 2018**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| 1.8   | Introduction                            | 1. Review of course syllabus and schedule (Dr. Vollmer)  
|       |                                         | 2. Introductions  
|       |                                         | 3. Description of lab site duties (Faris and Eliana)  
|       |                                         | 4. Florida Autism Center and Enrichment Project overview (Dr. Peters)  
|       |                                         | 5. Scheduling  
|       |                                         | 6. Pressing data decisions                                                                   |
| 1.15  | No class. MLK day.                      |                                                                                             |
| 1-22  | Toilet training                         | 1. Data presentations  
|       |                                         | 2. Breakout sessions  
|       |                                         | 3. Reading quiz  
|       |                                         | 4. Toilet training presentation (Brandon Perez)                                               |
| 1-29  | Stimulus preference assessment research | 1. Data presentations  
|       |                                         | 2. **First paper is due**                                                                    |
| 2-5 | Imitation training | 1. Data presentations  
2. Breakout sessions  
3. Reading quiz  
4. Imitation training presentation (Meghan Deshais) |
| 2-12 | Longitudinal functional analysis | 1. Data presentations  
2. **Second paper is due**  
3. Breakout sessions  
4. Reading quiz  
5. Functional analysis presentation (Dr. Vollmer) |
| 2-19 | Behavioral Feeding | 1. Data presentations  
2. Breakout sessions  
3. Reading quiz  
4. Behavioral feeding presentation (Dr. Ibanez) |
| 2-26 | Treatment of behavior disorders and parent training | 1. Data presentations  
2. **Third paper is due**  
3. Breakout sessions  
4. Reading quiz  
5. Treatment/parent training presentation (Faris Kronfli) |
| 3-12 | Using the iPad as a functional communication device | 1. Data presentations  
2. Breakout sessions  
3. Reading quiz  
4. FCT presentation (Brandon Perez) |
| 3-19 | Organizational behavior management | 1. Data presentations  
2. **Fourth paper is due**  
3. Breakout sessions  
4. Reading quiz  
5. OBM presentation (Emma Grauerholz-Fisher) |
| 3-26 | Verbal behavior | 1. Data presentations  
2. Breakout sessions  
3. Reading quiz  
4. VB presentation (Danny Conine) |
| 4-2 | Social reinforcement | 1. Data presentations  
2. **Fifth paper is due**  
3. Breakout sessions  
4. Reading quiz  
5. Social reinforcement presentation (Sam Morris) |
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| 4-9    | Multiple schedules in functional communication training | 1. Data presentations  
2. Breakout sessions  
3. Reading quiz  
4. Multiple schedules (Eliana Pizarro) |
| 4-16   | The certification process                       | 1. Data presentations  
2. **Sixth paper is due**  
3. Breakout sessions  
4. Reading quiz  
5. Certification (Jonathan Fernand) |
| 4-23   | Semester summary                                | 1. Data presentations  
2. **Seventh paper is due**  
3. Breakout sessions  
4. Reading quiz  
5. Summary (Dr. Vollmer) |